

Pineville Independent School District

Certified Evaluation Plan

Revised July 2009

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PROFESSIONAL GROWTH AND CERTIFIED PERSONNEL EVALUATION PLAN

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2009-2010 Evaluation Plan Development Committee Members

Teacher 1	Lizzie Bowling – Pineville Elementary
Teacher 2	Melissa Howard – Pineville Elementary
Teacher 3	J. Bart Elam – Pineville High School
Administrator 1	Bobby Bennett, Principal, Pineville Elementary School
Administrator 2	William S. Keyes, Principal, Pineville High School
Administrator 3	Paula K. Goodin, Instructional Supervisor, District

ASSURANCES

The Pineville Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators including the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

This evaluation plan process will not discriminate on the bases of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on July 20, 2009.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

PERFORMANCE EVALUATION

Performance Evaluation is a process for Professional Growth with **all educators** working cooperatively to achieve goals and objectives that enhance student learning.

The **EVALUATION PROCESS** shall include both formative and summative evaluation of certified employees. **Tenured employees** will be observed annually through on-going observation of performance and conferencing and the development of an individual professional growth plan. Summative evaluation will occur at a minimum of once every three years. **Non-tenured employees** will be observed annually through on-going observation of performance, conferencing, the development of an individual professional growth plan, and summative assessment. Summative evaluation with multiple observations shall occur annually for non-tenured employees. **Administrators** will be evaluated annually through on-going observation of performance and conferencing, the development of an individual professional growth plan and summative evaluation. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.

DEFINITIONS

Administrator: means any certified staff person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, and supervisor of instruction, director of pupil personnel, and director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.

Appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

Assistance Professional Growth Plan: means a plan whereby a person being evaluated establishes specific goals to improve an identified area of concern in performance. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of an assistance team of individuals to help the employee grow professionally.

Conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

Corrective Action Plan: a plan developed by the evaluator and evaluate as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

Evaluee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

Evaluation: means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and the establishment and monitoring of a professional growth plan.

Evaluation Committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation Plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Department of Education.

Evaluation Procedures: as well as the evaluation forms must be designed to foster professional growth and to support individual personnel decisions.

Evaluator: one who appraises or carefully examines behaviors and performance to determine a value. Evaluators must be trained, tested, and certified.

Formal Observation means an observation conducted after a pre-conference and followed within five working days by a post-observation conference.

Formative Evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Indicators: are measurable or observable behaviors and outcomes that demonstrate performance criteria.

Informal Classroom Observation: Walkthroughs are brief, approximately 10 – 15 minutes, may be done during any part of the school day. They may become part of the formative evaluation.

Job Category: the term used to signify a group or class of positions with closely related functions such as: principal, coordinator, or director.

Monitoring: to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers' lesson plans, units of study, and interactions with students, parents, and each other.)

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

Observee: one who is observed by the observer.

Observer: one who sees and reports behaviors. This is usually the primary evaluator, but may be another administrator or another teacher trained in the teacher's content area or a curriculum content specialist.

Openly: with full knowledge of others (evaluate).

Other support staff: any certified staff other than teacher or administrator.

Performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

Position: a professional role in the school district such as teacher, secondary principal, supervisor of instruction.

Primary evaluator: the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.).

Professional Growth Plan: a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan and must be reviewed annually.

Post-conference: a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

Pre-conference: a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the observation(s).

Standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

Summative evaluation: the summary of, and conclusions from all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

Teacher means any certified staff person who directly instructs students.

Third Party Observer: if requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. To request a third party observer, employee shall:

- a) do so in writing to the evaluator.
- b) request no later than February 15 of the academic year in which the summative evaluation occurs.

If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Alternative/Optional Methods of Data Collection means Section 5 of KRS 156.557 provides for evaluation procedures and forms to be designed to foster professional growth. This regulation also provides encouragement and incentives for certified school personnel to improve their performance. To promote effective interpersonal, communication, and collaboration skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

These alternative/optional methods of gathering data must be both acceptable and agreed upon by the evaluator and evaluatee to be a productive way of appraising performance.

Collaboration, peer communication, and effective interpersonal skills can be achieved by: peer development, mentoring, support systems, flexibility, assuming new roles.

Self-assessments: ratings done by evaluatee on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

*****Note: Peers are involved in the growth process, not in evaluations.**

Ethical Guidelines for Evaluators

Open (no secrets)

- All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee (KRS 156.557).
- The evaluation criteria and process shall be explained and discussed with all certified personnel not later than the end of the first month of reporting for employment. (704 KAR 3:345, Section 5 (2)).
- Newly hired certified school employees or employees hired in the middle of the school year must be given a thorough orientation (see “B” above) to the district evaluation plan prior to any evaluation observation visits.

Honest (honest, sincere, factual, fair)

- Rely upon observable and documented data for making evaluation decisions. All data collected must be substantiated and in written form (signed and dated by both observee and observer).
- All observations of performances and products should be made in writing. Evaluation requires documentation! If it is not documented, it did not happen.
- All certified school employees deserve the evaluator’s sincerest efforts in the evaluation process. The evaluator’s time and attentiveness are of the utmost importance, particularly as research substantiates that instruction is improved when teaching skills are improved.
- Factual behaviors are to be described in writing rather than by a memory-recall technique. (If an important event occurs when an evaluator has no paper or pencil available, record the incident in writing as soon as paper and pencil are available.)
- Questionable or unclear behaviors observed during the observation should be noted and discussed during the post-observation conference.
- If requested by the teacher, observations by another teacher trained in the teacher’s content area or curriculum content specialist shall be provided.

Reasonable (common sense, ethical)

- Certified school employees are at various development levels (tenured, internist).
- Evaluation results, professional growth plans, and completed forms must support personnel decisions.
- Inform all evaluates of their rights to appeal. Appeals must coincide with the district procedures/timelines.
- Notify evaluates in writing any time performance/behavior/incidents are documented and placed in their personnel files. The evaluatee receives a copy of all entries.
- Performance criteria ratings must substantiate each standard rating.

Interpersonal

- Evaluators should dialogue with the evaluatee rather than dictate. A collegial relationship enhances the evaluation process.
- Listen to evaluatee’s comments
- Honor or acknowledge feedback from the evaluatee.
- Arrive at a consensus with the evaluatee, when possible.

CERTIFIED STAFF EVALUATION PLAN

POLICY 03.18

Development of System:

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with the applicable statute and regulation.¹

Purposes:

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

Notification:

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

Review:

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's personnel file.²

Appeal Panel:

The District shall establish a panel to hear appeals from summative evaluations as required by law.

Election:

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and (1) alternate certified employee to the panel.

Terms:

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

Chairperson:

The chairperson of the panel shall be the certified employee appointed by the board.

Appeal to Panel:

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

Appeal Form:

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

Conflicts of Interests:

No panel member shall serve on any appeal panel considering an appeal for which she/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

Burden of Proof:

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

Hearing:

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

Panel Decision:

The panel shall deliver its decision to the District Superintendent who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

Superintendent:

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as she/he deems appropriate or necessary.

Revisions:

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

References:

¹KRS 156.557, 704 KAR 003:345

OAG 92-135 Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

Related Policies:

03.15, 03.16, 02.14

Components of the Professional Growth and Certified Evaluation Plan

Standards of Performance

The criteria specified in this evaluation plan have been approved by the Evaluation Committee. This committee also developed the evaluation procedures and forms. These criteria have been stated in performance objective form with each performance objective subdivided into specific indicators that can be observed and recorded. The specified criteria are designed to meet local needs and to comply with 704 KAR 3:345 (related to KRS 156.557). All certified personnel shall follow the professional code of ethics as found on page 18 of this document.

Process

Evaluation of certified employees shall consist of a series of formative evaluations both formal and informal with documentation and conferencing. A summative conference shall be held to review all evaluation data and develop the summative evaluation record.

Evaluation Instrument

The evaluation instrument is more than a report of one classroom observation. The instrument reflects the culmination of the total process, documenting the staff member's performance over the entire school year(s). The instrument contains information related to the individual's specific job description as well as professional obligations. An overall performance review is provided at the end of the evaluation instrument. An employee must meet district standards on the summative. The employee shall have the opportunity to comment in writing on his/her summative evaluation.

Standards for Teachers:

- Standard 1: Demonstrates Applied Content Knowledge
- Standard 2: Designs/Plans Instruction
- Standard 3: Creates/Maintains Learning Climate
- Standard 4: Implements/Manages Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Demonstrates Implementation of Technology
- Standard 7: Reflects/Evaluates Teaching/Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership with the School/Community and Profession

Standards for Administrators:

- Standard 1: Vision
- Standard 2: School Culture and Learning
- Standard 3: Management
- Standard 4: Collaboration
- Standard 5: Integrity, Fairness, Ethics
- Standard 6: Political, Economic, Legal

This performance review requires the development of a professional growth plan that addresses any specified concerns. Failure to meet any of these standards may result in termination of contract.

Conferences

Evaluations shall include a minimum of one conference between the evaluator and the person evaluated. However, additional conferences are recommended. It shall be left up to the discretion of the individual evaluatee and/or evaluator as to conducting a pre-observation conference. In the event no pre-observation conference is scheduled, the principal shall review the lesson plan(s) prepared by the teacher prior to the observation. However, a post-observation conference shall be required. This conference shall be held within five working days of the observation. A summative conference shall be held at the conclusion of the evaluation process. At the summative conference, all evaluation data shall be reviewed and the Summative Evaluation Form completed.

Lesson Plan Format

Teachers shall comply with the school's designated Lesson Plan Format. The lesson plan is an integral part of the total teacher process. The principal shall review the teacher's lesson plan prior to formal observation.

Evaluation Timetable

- a. All employees are given an orientation to the Plan for Evaluation of Certified Employees within the first month of school.
- b. Non-tenured teachers shall receive multiple (at least two) observations annually; at least one observation is required the first semester.
- c. Certified tenured employees receiving unsatisfactory observations shall require multiple observations.
- d. Tenured teachers with demonstrated satisfactory performance shall be evaluated, at a minimum, once every three-year period, which may include the use of alternative methods of data collection, i.e.: peer review.
- e. All administrators, including the superintendent, shall receive an annual evaluation.
- f. Summative evaluations shall be completed and submitted to the Superintendent by April 15 for limited contract personnel or anyone on a corrective action plan, May 15 for continuing contract personnel and June 15 for administrators.

Review and Assessment of Evaluation Plan

- The evaluation committee shall review the evaluation plan and make appropriate revisions and/or additions as necessary.
- Revisions to the evaluation plan shall be approved by the Pineville Independent Board of Education and the Kentucky Department of Education.

Professional Growth Plan (PGP)

Each person being evaluated shall establish a PGP which identifies goals for enrichment and development and identifies the assistance of the evaluator. The PGP shall include objectives, a plan for achieving the objectives and a method for evaluating success. The individual PGP shall be aligned with specific goals and objectives of the school and/or district improvement plan and must be reviewed annually.

Established Rules and Principles

- a. The immediate supervisor of the certified school employee shall be designated the primary evaluator.
- b. All monitoring (formal and informal observations) of performance of a certified employee shall be conducted openly with the full knowledge of teacher/administrator.
- c. All evaluations shall be in writing on an evaluation form.
- d. All observations to be considered in evaluation shall be documented and discussed with evaluatee within 5 working days.
- e. A copy of the evaluation shall be provided for the person evaluated.
- f. Summative evaluations and growth plans shall be filed at the central office as an official component of each certified employee's personnel file.
- g. All certified school personnel shall be made aware of the criteria on which they are to be evaluated within the 1st month of reporting for employment each school year.
- h. Any person has the right to appeal summative evaluation. Any evaluatee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement.
- i. If requested by the evaluatee, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.
- j. **Intern Teachers** - Observations are conducted in Coordination with Kentucky Teacher Internship Program (KTIP) forms. Copies of the IPR, PGP, RTT and RTIY forms are to be kept in the central office upon completion of the internship

Training of Evaluators

All evaluators shall be trained, tested and approved. Each primary evaluator shall receive training relevant to his/her specific area of supervision. This training shall consist of:

- Training at the local level designed to address the needs of individual districts and reflect the uniform use of the evaluation instrument(s). Training shall be specifically related to: (1) Observation techniques/gathering data; (2) Conferencing; (3) Designing/writing a growth/improvement plan; (4) Monitoring the growth/improvement plan.
- Training, as part of the effective leadership requirement, which is specifically related to the evaluation process.
- Sharing of the printed material/current research pertaining to staff evaluation.
- Training shall reflect the use of data/research pertaining to effective teaching practices and management techniques.
- All training shall be conducted by persons having received training in evaluation methods and/or having conducted training in evaluation methods. The district shall designate a person responsible for evaluation training and as the contact person for the district's evaluation plan.

Orientation

All employees are given an orientation to the Plan for Evaluation of Certified Employees within the first month of reporting to school. Upon distribution of the Evaluation Plan materials, each faculty will comprehensively review and discuss the procedures to be followed and the instrument that is to be used.

Local Appeals Procedure

1. The certified employees of the local school district shall elect two (2) members to serve on the local appeals panel. The two (2) certified staff members receiving the highest number of votes shall serve as the selected members. Alternates shall be listed according to highest number of votes received. Alternates shall be used in the event a regular panel member cannot serve or in the event of a conflict of interest. The Board of Education shall appoint one (1) certified staff member to the appeals panel. The chairperson of the panel shall be the certified employee appointed by the board. The Board of Education shall also appoint one certified employee as alternate to serve in the absence of the first appointee. (Interning certified staff members are not eligible to serve on the appeals panel.) The members of the appeals panel shall be elected/appointed for a one-year term (July 1 to June 30) with the option of being reelected or reappointed.
2. Any certified employee who requests a review of his/her summative evaluation by the local appeals panel shall submit a written request to the local appeals panel within five (5) working days of receipt of the evaluation. Appeals shall be presented on forms prepared by the local district. No member of the panel shall serve on any appeal in which he/she was the evaluator. No panel member shall serve on any appeal brought by the member's immediate family (father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law).
3. Panel members shall meet at a time and place set by the chairperson. The appealing employee and the evaluator shall be notified of the meeting time and place; the hearing shall otherwise be a closed meeting. Both the appealing employee and employer shall be provided copies of all documentation submitted reasonably in advance of the hearing.
4. The appealing employee shall release to the panel all evaluation material/information. The chairperson shall review all submitted information and may disallow information to be presented in the hearing which is determined not relevant to the appeal. The burden of proof shall be on the employee to the panel. The evaluator shall be allowed the opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation. The panel shall review all documents presented to it and be allowed to interview both the appealing employee and the evaluator. The appealing employee and employer have a right to representation.
5. Upon receiving the request, the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal council to the panel if requested. The evaluatee has the right to determine whether the hearing is open or

closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. Within a reasonable time, an APPEALS PANEL HEARING will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. The panel may determine if there is a need to record the hearing. Recordings shall be kept in a locked file in the Central Office for a minimum of one (1) year from the date of the hearing for future discussions of the panel.

6. The panel's decision may include one of the following:
 - A new evaluation by a second certified evaluator
 - uphold the original evaluation
 - remove the summative or any part of the summative from the personnel file
7. The chairperson of the panel shall present the decision to the Superintendent for action within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.
8. Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

State Appeals Procedure

1. The State Board of Education shall appoint a committee of three (3) board members to serve on the State Evaluation Appeals Panel. Said panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusion of evaluations.
2. The certified employee must submit a written request to the Commissioner of Education for a hearing to the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal must be submitted with this request.
3. The State Evaluation Appeals Panel or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.
4. If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.
5. A decision of the appeals panel shall be rendered within fifteen working days after a hearing.

Evaluation Timetable

Step 1. All employees are given an orientation to the Plan for Evaluation of Certified Employees.	Within 1st month of reporting for school
Step 2. Primary Evaluators notify employees who are due to be evaluated.	Beginning of School Year
Step 3. Evaluator holds pre-conference with employee.	Within 5 working days before formal observation
Step 4: Evaluator conducts observation	At scheduled time
Step 5. Evaluator conducts post observation conference and collaboratively develops professional growth plan.	Within 5 working days after the formal observation
Step 6. Formal and Informal observations	Current School Year
Step 7. Evaluators conduct Summative Evaluation and Summative Conferences as appropriate.	By April 15: Non-tenured and any Tenured Employee on an Assistance Growth Plan By May 15: All other Tenured Teachers By June 15: Administrators
Step 7. Appeals Panel Hearing Request Form submitted.	Within 5 working days of the summative evaluation to Appeals Panel member or District Evaluation contact person

Non-renewal of classified employees: Superintendent must provide or mail written notice of the non-renewal to the employee no later than April 30th. KRS.161.011 (5)

Non-renewal of certified limited contract employees: Superintendent must present written notice of non-renewal to the teacher no later than April 30th. KRS 161.750(20)(2)

Reduction in responsibility of certified employees: Where an administrator is being demoted, or a teacher's extra duty or extended employment is being reduced, written notification of the reduction of duties and corresponding reduction in salary must be provided by the Superintendent to the employee not later than ninety (90) days before the first student attendance day of the school year. The notice must include the specific reason for the reduction. KRS 161.760(3)

Transfer or change in appointment of a teacher: Transfers or changes in appointments of teachers not later than thirty (30) days before the first student attendance day are limited to those grounds set out in statute. KRS 162.760(2)

Notice of best estimate of certified salary: The superintendent must provide to each teacher a written best estimate of salary to be paid the teacher for that year, not later than forty-five (45) days before the first student attendance day for that year. KRS 161.760(1)

CODE OF ETHICS
704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification. KRS 161.120 and 704 KAR 20:585.

<u>To Students</u>	<u>To Parents</u>	<u>To Education Profession</u>
<ul style="list-style-type: none"> ▪ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator. ▪ Shall respect the constitutional rights of all students. ▪ Shall take reasonable measures to protect the health, safety, and emotional well-being of students. ▪ Shall not use professional relationships or authority with students for personal advantage. ▪ Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. ▪ Shall not knowingly make false or political malicious statements about students or colleagues. ▪ Shall refrain from subjecting students to embarrassment or disparagement. ▪ Shall not engage in any sexually related behavior with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault. 	<ul style="list-style-type: none"> ▪ Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student. ▪ Shall endeavor to understand the community cultures and diverse home environments of students. ▪ Shall not knowingly distort or misrepresent facts concerning educational issues. ▪ Shall distinguish between personal views and the views of the employing educational agency. ▪ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. ▪ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan activities. ▪ Shall not accept gratuities, gifts, or favors that might impair professional judgment, and shall not offer any of these to obtain special advantage. 	<ul style="list-style-type: none"> ▪ Shall exemplify behaviors that maintain the dignity and integrity of the profession. ▪ Shall accord just and equitable treatment to all members. ▪ Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law. ▪ Shall not use coercive means or give special treatment in order to influence professional decisions. ▪ Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications. ▪ Shall not knowingly falsify or misrepresent records of facts to the educator's own qualifications or those of other professionals.

**Evaluation Standards and
Performance Criteria for Teachers**

Standard 1: Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes and knowledge.
- 1.2 Connects content to life experiences of student.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- 1.4 Guides students to understand content from various perspectives.
- 1.5 Identifies and addresses students' misconceptions of content.

Standard 2: Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

- 2.1 Develops significant objectives aligned with standards.
- 2.2 Uses contextual data to design instruction relevant to students.
- 2.3 Plans assessments to guide instruction and measure learning objectives.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Standard 3: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations.
- 3.2 Establishes a positive learning environment.
- 3.3 Values and supports student diversity and addresses individual needs.
- 3.4 Fosters mutual respect between teacher and students and among students.
- 3.5 Provides a safe environment for learning

Standard 4: Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively.
- 4.4 Uses space and materials effectively.
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Standard 5: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments.
- 5.2 Uses formative assessments.
- 5.3 Uses summative assessments.
- 5.4 Describes, analyzes and evaluates student performance data.
- 5.5 Communicates learning results to students and parents.
- 5.6 Allows opportunity for student self-assessment.

Standard 6: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction.
- 6.2 Uses available technology to implement instruction that facilitates student learning.
- 6.3 Integrates student use of available technology into instruction
- 6.4 Uses available technology to assess and communicate student learning.
- 6.5 Demonstrates ethical and legal use of technology.

Standard 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

Standard 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Standard 9: Evaluates Teaching and Implements Professional Development

The teacher evaluates own overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes as necessary and implements a professional development plan.

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards.
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Designs a professional growth plan that addresses identified priorities.
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Standard 10: Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.
- 10.5 Demonstrates professional responsibility related to his/her assignment, including attendance and punctuality and evaluating results.
- 10.6 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws and administrative regulations
- 10.7 Adheres to both the letter and spirit of the Code of Ethics. (704 KAR 20:680)

SAMPLE EVIDENCE FOR TEACHER STANDARDS (Not limited to these items)	Page 1 of 3
Standard 1: Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	Standard 3: Creates/Maintains Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.
Lesson plans, unit plans, curriculum maps	Written communications to students and/or parents
Copies of presentations, overhead transparencies	Evaluator inclusion in disciplinary conferences
Hands-on activities, projects, learning demonstrations by students	Letters, notes, email to parents showing flexibility, creativity.
Notes or reviews of textbooks	Certificates of training in classroom management.
Minutes of planning meetings	Products/presentation in multimedia format
Work samples	Classroom rules posted and consistently followed
Instructional materials reflect multicultural/global perspectives	Written communication to parents outlining expectations and keeping parents aware of behavior, Written disciplinary plan, Classroom rules posted & consistently followed. Written disciplinary referrals and notes
Learning applied outside the school context.	Videotape of multimedia use
Demonstrates knowledge during formal and informal observation multi-disciplinary and/or cross-disciplinary content delivery	Lesson plans identifying individual or group inquiry, activities, and materials Lesson plans identifying accommodations
Copies of summaries of current articles, books, workbooks used in teaching	Formal and informal classroom observations, lesson plans identify use of materials and equipment
Lesson plans show use of age-appropriate and developmentally appropriate materials	Committee membership, minutes from committee meetings
Use of multiple learning styles, instructional strategies for all ability levels	Materials using a variety of instructional strategies, Teacher inventory of personal instructional strategies
Demonstrates knowledge during formal and informal observation strategies appropriate to the identified ability level of the students observed	Standard 4: Implements/Manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.
Identifies and explains multicultural and global perspectives during formative observation visit	Class syllabus provided within first week of class
	Lesson plans with specific goal and clear expectations; lesson plans show linkages to prior learning
Standard 2: Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.	Marker papers in use, Student work samples with meaningful feedback, Weekly progress reports, ESS referrals and additional assistance, Agenda Book notes to parents/students
Lesson plans with learning goals and academic expectations clearly identified	Letters, notes, email to parents/students regarding high expectations.
Pre-observation form	Rubrics, assessments with specific goals and high expectations
Pre/Post Conference form	Proficient samples and models provided for students prior to assessment; examples and non-examples cited specifically
Teacher designed assessments	Handouts, lesson guides, unit plans, curriculum maps
Work Samples/ Student products	Demonstrated use of media and technology
Curriculum Maps	Evidence of independent and guided practice
Units of study	Uses career planning to identify student aspirations
Seating charts, Notes in lesson plans addressing room arrangement	Audio tapes/video tapes of strategies in action
Videotapes, Photos of learning experiences, audio tapes	List of instructional items in personal repertoire, artifacts used in strategies.
Assessment File- evidence of multiple assessments	Journals, Diaries, Student Learning Logs
Formal and informal observation	Facilitates class or group discussions,
Lesson plans showing integration of technology Student work demonstrating use of technology	Time flowchart, scripting from evaluator or observer, Implementation and Impact reports
Lesson plans identifying school and community resources. Field trips, Journals, Guest speakers	Wall charts outlining goals and expectations in place from beginning of year
	Web page reflects high expectations for all students

SAMPLE EVIDENCE FOR TEACHER STANDARDS (Not limited to these items)	Page 2 of 3
Standard 5: Assesses and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.	Standard 7: Reflects/Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching and learning.
Think-Link Assessments, Accelerated Reader Tests, Read Write Gold	Reviews grading period results
Teacher file of assessments with rubric/scoring guides; Copies of criteria, authentic assessments	Identifies learning needs of sub-populations
Grade correlations between classroom and KCCT	Calculates percentage of students at each grade category; Reviews test areas, concepts and skills where students performed poorly.
IC Reports, KPR analysis with grade level/content area plans, CSIP and CDIP committee reports	Written reflections, journal entries and self-reflection on practice; Accepts responsibility for student success and failure.
Student work analysis with class profiles	CSIP and CDIP committee reports
IEP's with accommodations, Adaptations needed for physical limitations	Written recommendation with rationale
ESS Referrals, Written plan for improved performance	Copies of redesigned assessment due to reflections showing problem.
Letters, notes, email to and from students and parents	Annotated lesson plans marking changes as a result of feedback, reflection.
Dated progress reports, Individual Education Plans	Curriculum/instruction committee reports
Notes of conferences with student/parents regarding assessment results.	
Standard 6: Demonstrates Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community; and conduct research	Standard 8: Collaborates with Colleagues/Parents/Others: The teacher collaborates with colleagues, parents, and other agencies to design, implement and support learning programs that develop students abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.
Makes effective use of Infinite Campus	Any written evidence of collaboration
Corresponds via email	Letters, notes email showing initiation of collaboration
Maintains his/her web page	Written time lines for collaboration (KTIP cycles, unit planning cycle, CSIP review)
Utilizes an ActivBoard effectively	Letters, notes, email to colleagues, parents, representatives outlining collaborative projects; Copies of letters of response to initiatives
Uses the Internet to enhance instruction	Copies of plans developed to meet needs
Utilizes Word, Excel, PowerPoint or similar programs	Copies of letters requesting services or assistance from agencies.
Utilizes a document camera	Copies of responses from school personnel or community agencies.
Uses technology to support communication with parents	Copy of IEP conference summary
	Notes of meetings
	Notes/written reflections of responses to differences
	Team meeting minutes
	Notes, memoranda, written reflections on previous experiences
	Committee reports
	Written evidence of collaboration between grade levels and/or schools ie: primary to 4 th , 6 th to 7 th , 8 th to 9 th

SAMPLE EVIDENCE FOR TEACHER STANDARDS (Not limited to these items)	Page 3 of 3
Standard 9: Evaluates Teaching and Implements Professional Development: The teacher evaluates own overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary and implements a professional development plan.	Standard 10: Demonstrates Leadership: The teacher provides professional leadership within the school, community and education profession to improve student learning and well being.
Copies of needs assessment	Letters, notes, email messages to and from parents and colleagues
Written IPGP with current dates, activities, conferences, observation, goals & strategies	Class newsletters, articles and other publications
Formative evaluation data	Membership cards and plaques
Summative evaluation documents	Certificates of attendance in professional activities
Updated IPGP	Copies of presentations, notes from conferences
Letters, notes, email from colleague identifying possible PD.	Sharing of new learning with other colleagues
Updated personal professional development plan, copies of analysis used to identify needs, & written rationale for needs	Attendance rosters, minutes of meetings
Annotated lesson plans showing implementation/application of knowledge, skills gained from PD experiences.	Letters, notes email identifying policies/procedures followed
	Record corresponding to specific items in the policies/procedures
	Mentoring of colleagues
	Participation in State and National Professional organizations, cadres, and academies
	Recommendations of colleagues for emerging leadership opportunities
	Audio tapes, video tapes of lessons and presentation, lesson plans, unit plans, curriculum maps, instructional materials
	Projects, summaries of projects, outline of programs
	Sign in sheets, evaluation forms

**Evaluation Standards and
Performance Criteria for Education Administrators(ISLLC)**

(All performance criteria may not apply to all administrative positions.)

Standard 1:Vision

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2:School Culture and Learning

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning and high expectations
- B. Create a comprehensive, rigorous and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3:Management

An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align and efficiently utilize human, fiscal and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: Collaboration

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: Integrity, Fairness, and Ethics

An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency and ethical behavior
- C. Safeguard the values of democracy, equity and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling
- F. Adhere to the Professional Code of Ethics

Standard 6: Political, Economic, Legal

An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. :

Functions:

- A. Advocate for children, families and caregivers
- B. Act to influence local, district, state and national decisions affecting student learning
- C. Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies
- D. Monitor performance of responsibilities by self and others related to assignments, including attendance and punctuality and evaluating results
- E. Perform duties consistent with school community goals and administrative regulations

Forms

Pineville Independent School District -Pre-Observation Conference

Teacher	Date	School
Subject	Grade	Period/Time

Teacher completes this form and discusses content with administrator prior to scheduled observation.

Core Content Aligned Objective/Major Lesson Content/Unit of Study:

<u>Instructional Strategies</u>			
<u>Teacher Behaviors</u>	<u>Student Behaviors</u>		
<input type="checkbox"/> Monitors behavior <input type="checkbox"/> Working with small groups <input type="checkbox"/> Testing students <input type="checkbox"/> Scribing as needed <input type="checkbox"/> Clarifying direction <input type="checkbox"/> Working one-on-one <input type="checkbox"/> Visiting with groups <input type="checkbox"/> Sharing Samples of work <input type="checkbox"/> Listening for correctness in responses <input type="checkbox"/> Assessing students' understanding <input type="checkbox"/> Other <input type="checkbox"/> Other	<input type="checkbox"/> Conferences <input type="checkbox"/> Reading to students <input type="checkbox"/> Lecture/direct instruction <input type="checkbox"/> Correcting responses <input type="checkbox"/> Facilitating learning <input type="checkbox"/> Modeling skills/process <input type="checkbox"/> Modeling writing <input type="checkbox"/> Technology as a tool <input type="checkbox"/> Introducing concepts with manipulatives <input type="checkbox"/> Work in groups	<input type="checkbox"/> Constructing graphs <input type="checkbox"/> Drafting <input type="checkbox"/> Revising <input type="checkbox"/> Proofreading <input type="checkbox"/> Presentations <input type="checkbox"/> Researching <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Taking notes <input type="checkbox"/> Using manipulatives <input type="checkbox"/> Using technology <input type="checkbox"/> Work in pairs <input type="checkbox"/> Designing/constructing	<input type="checkbox"/> Prewriting <input type="checkbox"/> Editing <input type="checkbox"/> Conferencing <input type="checkbox"/> Publishing <input type="checkbox"/> Discussions <input type="checkbox"/> Worksheets <input type="checkbox"/> Using tools <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Summarizing <input type="checkbox"/> Games/puzzles
<u>Best Practice Strategies</u>			
<input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Cooperative group work <input type="checkbox"/> Discussion of the content <input type="checkbox"/> Questioning and making conjectures <input type="checkbox"/> Use of calculators, computers, or other technology <input type="checkbox"/> Connect content to student relevant issues <input type="checkbox"/> Other		<input type="checkbox"/> Justification of thinking <input type="checkbox"/> Writing about what has been learned (reflection) <input type="checkbox"/> Problem-solving approach to instruction <input type="checkbox"/> Content integration <input type="checkbox"/> Teacher as facilitator of learning <input type="checkbox"/> End each lesson through closure activity <input type="checkbox"/> Other	
<u>Resources</u>			
<input type="checkbox"/> ESS <input type="checkbox"/> Counselor <input type="checkbox"/> Speaker <input type="checkbox"/> Other <input type="checkbox"/> Other	<input type="checkbox"/> Title I <input type="checkbox"/> Instructional Assistant <input type="checkbox"/> Consultant/resource	<input type="checkbox"/> Librarian <input type="checkbox"/> Manipulatives <input type="checkbox"/> Tools	<input type="checkbox"/> Textbooks <input type="checkbox"/> Reference materials <input type="checkbox"/> Videos/TV <input type="checkbox"/> Computers
<u>Learning Styles</u>			
<input type="checkbox"/> Verbal (linguistic) <input type="checkbox"/> Mathematical (logical)	<input type="checkbox"/> Musical <input type="checkbox"/> Kinesthetic	<input type="checkbox"/> Intrapersonal (reflection) <input type="checkbox"/> Interpersonal (interaction)	<input type="checkbox"/> Spatial (visual)
<u>Assessment Strategies</u>			
Ongoing: <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Learning logs <input type="checkbox"/> Open response <input type="checkbox"/> Peer conference		Culminating: <input type="checkbox"/> Project <input type="checkbox"/> Open response <input type="checkbox"/> Textbook test <input type="checkbox"/> Teacher-made test	
<input type="checkbox"/> Reflection <input type="checkbox"/> Oral response(s) <input type="checkbox"/> Journal <input type="checkbox"/> Teacher conference		<input type="checkbox"/> Portfolio <input type="checkbox"/> Performance events <input type="checkbox"/> Individual investigation <input type="checkbox"/> Other	
<u>Intervention Strategies</u>			
<input type="checkbox"/> One-on-one <input type="checkbox"/> Small group <input type="checkbox"/> Use of technology <input type="checkbox"/> Use of audio tapes <input type="checkbox"/> Other	<input type="checkbox"/> Extended time <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Scribing <input type="checkbox"/> Taping responses	<input type="checkbox"/> Support personnel <input type="checkbox"/> Modified time <input type="checkbox"/> Use of Spec. Ed. personnel <input type="checkbox"/> Modified lesson	<input type="checkbox"/> Reading to student(s) <input type="checkbox"/> Repeating directions

Teacher Signature

Date

Evaluator Signature

Date

Data Collection Summary/Conferencing Form**TEACHER** (page 1 of 3)

Observee:	Observer:
Unit of Study/Lesson:	Academic Expectations:
Content Area/Grade:	Time:
Standard 1: Demonstrates Applied Content Knowledge:	Evidence:
1.1 Communicates concepts, processes and knowledge	
1.2 Connects content to life experiences of student	
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning	
1.4 Guides students to understand content from various perspectives	
1.5 Identifies and addresses students' misconceptions of content	
Considerations for Professional Growth Plan:	___Meets Standard ___ Growth Needed ___Does not meet
Standard 2: Designs and Plans Instruction	Evidence:
2.1 Develops significant objectives aligned with standards	
2.2 Uses contextual data to design instruction relevant to students	
2.3 Plans assessments to guide instruction and measure learning objectives	
2.4 Plans instructional strategies and activities that address learning objectives for all students	
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning	
Considerations for Professional Growth Plan:	___Meets Standard ___ Growth Needed ___ Does not Meet
Standard 3: Create and Maintains learning Climate	Evidence:
3.1 Communicates high expectations	
3.2 Establishes a positive learning environment	
3.3 Values and supports student diversity and addresses individual needs	
3.4 Fosters mutual respect between teacher and students and among students	
3.5 Provides a safe environment for learning	
Considerations for Professional Growth Plan:	___Meets Standard ___ Growth Needed ___Does not Meet
Standard 4: Implements and Manages Instruction:	Evidence:
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students	
4.2 Implements instruction based on diverse student needs and assessment data	
4.3 Uses time effectively	
4.4 Uses space and materials effectively	
4.5 Implements and manages instruction in ways that facilitate higher order thinking	
Considerations for Professional Growth Plan:	___Meets Standard ___ Growth Needed ___ Does not Meet

Data Collection Summary/Conferencing Form	TEACHER (PAGE 2 OF 3)
Standard 5: Assesses and Communicates Learning Results:	Evidence:
5.1 Uses pre-assessments	
5.2 Uses formative assessments	
5.3 Uses summative assessments	
5.4 Describes, analyzes and evaluates student performance data	
5.5 Communicates learning results to students and parents	
5.6 Allows opportunity for student self-assessment	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not Meet
Standard 6: Demonstrates Implementation of Technology:	Evidence:
6.1 Uses available technology to design and plan instruction	
6.2 Uses available technology to implement instruction that facilitates student learning	
6.3 Integrates student use of available technology into instruction	
6.4 Uses available technology to assess and communicate student learning	
6.5 Demonstrates ethical and legal use of technology	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not Meet
Standard 7: Reflects and Evaluates Teaching/ Learning	Evidence:
7.1 Uses data to reflect on and evaluate student learning	
7.2 Uses data to reflect on and evaluate instructional practice	
7.3 Uses data to reflect on and identify areas for professional growth	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not Meet
Standard 8: Collaborates with Colleagues/Parents/Others:	Evidence:
8.1 Identifies students whose learning could be enhanced by collaboration	
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort	
8.3 Implements planned activities that enhance student learning and engage all parties	
8.4 Analyzes data to evaluate the outcomes of collaborative efforts	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not Meet

Data Collection Summary/Conferencing Form	TEACHER (PAGE 3 OF 3)
Standard 9: Evaluates Teaching & Implements Professional Development	Evidence:
9.1 Self assesses performance relative to Kentucky's Teacher Standards	
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues	
9.3 Designs a professional growth plan that addresses identified priorities	
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not Meet
Standard 10: Provides Leadership within School/Community/Profession	Evidence:
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school	
10.2 Develops a plan for engaging in leadership activities	
10.3 Implements a plan for engaging in leadership activities	
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts	
10.5 Demonstrates professional responsibility, including attendance, punctuality and evaluating results	
10.6 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws and administrative regulations	
10.7 Adheres to both the letter and spirit of the Code of Ethics	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not Meet
Comments:	
Observee Signature:	Date:
Observer Signature:	Date:

Pineville Independent School District Formative Evaluation -Teacher

☐ Tenured
☐ Non-Tenured

Employee: _____ **Date:** _____
Work Site: _____ **Class/Activity** _____

Days Absent at Date of Observation: ____ of ____ **Pre-Obs. Conf** ☐ YES ☐ NO

Standards 1 – 6 are observed primarily through classroom observations.
Standards 7-10 are observed throughout the employee contract period as the day to day duties and responsibilities are met

STANDARD 1: Demonstrates Applied Content Knowledge ☐ YES ☐ NO

STANDARD 2: Designs/Plans Instruction ☐ YES ☐ NO

STANDARD 3: Creates/Maintains Learning Climate ☐ YES ☐ NO

STANDARD 4: Implements/Manages Instruction ☐ YES ☐ NO

STANDARD 5: Assesses/Communicates Learning Results ☐ YES ☐ NO

STANDARD 6: Demonstrates Integration of Technology ☐ YES ☐ NO

STANDARD 7: Reflects/Evaluates Teaching/Learning ☐ YES ☐ NO

STANDARD 8: Collaborates with Colleagues/Parents/Other ☐ YES ☐ NO

STANDARD 9: Evaluates Teaching and Implements Professional Development ☐ YES ☐ NO

STANDARD 10: Provides Leadership within School/Community/Profession ☐ YES ☐ NO

Individual Growth Plan Standard(s) for Focus: _____

This observation was discussed in a conference between the evaluator and evaluatee on _____.

I have read and discussed this data collection form and received a copy.

Evaluatee

Evaluator

Comments: (May be continued on back)

Pineville Independent School District SUMMATIVE EVALUATION FOR TEACHERS

☐ Tenured

☐ Non-Tenured

This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences and other documentation.

Employee: _____ **School:** _____

Grade or Content Area: _____

Evaluator: _____ **Position:** _____

Observation Date(s): _____ **Conference Date(s):** _____

Number of Days Absent as of this Date: _____ of _____

Ratings:

Meets Standard

***Does Not Meet**

- | | | |
|--|-------|-------|
| 1. Demonstrates Applied Content Knowledge | _____ | _____ |
| 2. Designs and Plans Instruction | _____ | _____ |
| 3. Creates and Maintains Learning Climate | _____ | _____ |
| 4. Implements and Manages Instruction | _____ | _____ |
| 5. Assesses and Communicates Learning Results | _____ | _____ |
| 6. Demonstrates Implementation of Technology | _____ | _____ |
| 7. Reflects and Evaluates Teaching and Learning | _____ | _____ |
| 8. Collaborates with Colleagues/Parents/Others | _____ | _____ |
| 9. Implements Professional Development | _____ | _____ |
| 10. Provides Leadership within School/Community/Profession | _____ | _____ |

Overall Performance

*Any rating of "Does Not Meet Standard" requires the development of an Individual Corrective Action Plan

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Employee Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment _____ Does not meet teacher standards for re-employment

Failure to meet any standard may be considered grounds for dismissal

Data Collection Summary/Conferencing Form**ADMINISTRATORS** (page 1 of 2)

Observee:	Position:
Observer:	Position:
Date:	Worksite:
Standard 1: Vision	Evidence:
A. Collaboratively develop and implement a shared vision and mission	
B. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning	
C. Create and implement plans to achieve goals	
D. Promote continuous and sustainable improvement	
E. Monitor and evaluate progress and revise plans	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
Standard 2: School Culture and Learning	Evidence:
A. Nurture and sustain a culture of collaboration, trust, learning and high expectations	
B. Create a comprehensive, rigorous and coherent curricular program	
C. Create a personalized and motivating learning environment for students	
D. Supervise instruction	
E. Develop assessment and accountability systems to monitor student progress	
F. Develop the instructional and leadership capacity of staff	
G. Maximize time spent on quality instruction	
H. Promote the use of the most effective and appropriate technologies to support teaching and learning	
I. Monitor and evaluate the impact of the instructional program	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
Standard 3: Management	Evidence:
A. Monitor and evaluate the management and operational systems	
B. Obtain, allocate, align and efficiently utilize human, fiscal and technological resources	
C. Promote and protect the welfare and safety of students and staff	
D. Develop the capacity for distributed leadership	
E. Ensure teacher and organizational time is focused to support quality instruction and student learning.	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet

Data Collection/Summary Conferencing Form**ADMINISTRATORS**

(PAGE 2 OF 2)

Standard 4: Collaboration	Evidence:
A. Collect and analyze data and information pertinent to the educational environment	
B. Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources	
C. Build and sustain positive relationships with families and caregivers	
D. Build and sustain productive relationships with community partners	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
Standard 5: Integrity, Fairness, and Ethics	Evidence:
A. ensure a system of accountability for every student's academic and social success	
B. Model principles of self-awareness, reflective practice, transparency and ethical behavior	
C. Safeguard the values of democracy, equity and diversity	
D. Consider and evaluate the potential moral and legal consequences	
E. Promote social justice and ensure that individual student needs inform all aspects of schooling	
F. Adheres to the Professional Code of Ethics	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
Standard 6: Political, Economic, Legal	Evidence:
A. Advocate for children, families and caregivers	
B. Act to influence local, district, state and national decisions affecting student learning	
C. Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies and professional growth	
D. Monitors performance of responsibilities by self and others related to assignments, including attendance and punctuality and evaluating results	
E. Performs duties consistent with school, community goals and administrative regulations	
Considerations for Professional Growth Plan:	___ Meets Standard ___ Growth Needed ___ Does not meet
Comments:	
Observer Signature:	Date:
Observer Signature:	Date:

**Pineville Independent School District
SUMMATIVE EVALUATION FOR ADMINISTRATORS**

☐ Tenured

☐ Non-Tenured

This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences and other documentation.

Employee: _____ **Position:** _____

Evaluator: _____ **Position:** _____

Number of Days Absent as of this Date: _____ of _____

Ratings:	Meets Standard	*Does Not Meet Standard
1. Vision/Mission	_____	_____
2. School Culture and Learning	_____	_____
3. Management	_____	_____
4. Collaboration	_____	_____
5. Integrity, Fairness, Ethics	_____	_____
6. Political, Economic, Legal	_____	_____

Overall Performance _____

*Any rating of "Does Not Meet Standard" requires the development of an Individual Corrective Action Plan

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Employee Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

Employment Recommendation to Central Office:

_____ Meets standards for re-employment _____ Does not meet standards for re-employment

Failure to meet any standard may be considered grounds for dismissal

Pineville Independent School District Instructions for Completing the Individual Professional Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor.

Needs Assessment

“What evidence do I have which tells me improvement is needed?”

The professional growth plan should align with the Comprehensive School/District Improvement Plan. Does your growth plan goal(s) align with one of the goals or objectives in the above mentioned plans?

Professional Development Stage

Select one of the following professional development stages which matches your personal stage of growth.

- O = Orientation/Awareness
- A = Application/Preparation
- I = Implementation/Management
- R = Refinement/Impact

Goal(s)

“What exactly do I want to do to improve?”

Identify the specific goal(s) or objective you plan to develop. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Procedures and Activities for Achieving Goals and Objectives

“How can I reach my goal?”

List the specific activities you plan to do in order to meet your goal(s) and objective(s): for example, attending specific staff development workshops, participating in effective instructional leadership programs, soliciting input from a peer/colleague who has mastered the goal or objective, enrolling in a seminar; collaborating with other support personnel, etc.

Expected Impact

“What do I expect will change as a result of this growth plan?”

How will this plan change instruction? Will I become a better teacher?

Target Dates for Completion

Identify the date you plan to accomplish your goal/objective.

**PINEVILLE INDEPENDENT SCHOOL DISTRICT
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

Employee

Position

Date

Work Site

Needs Assessment	Present Professional Development Stage	Growth Objectives/Goals	Procedures and Activities	Target Dates for Completion or Review	Expected Impact

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:

Employee's Signature

Date

Supervisor's Signature

Date

Annual Review: ___ Achieved ___ Revised ___ Continued

Employee's Signature

Date

Supervisor's Signature

Date

Copies: Central Office, Evaluatee, Evaluator

Instructions for Completing the Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one Standard or more from the Summative Evaluation or anytime when immediate action is needed to change a behavior or practice. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet” rating assigned.

2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee’s level)

O = Orientation/Awareness – stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program

A = Preparation/Application – stage at which practitioners develop the skills and processes to begin program implementation.

I = Implementation/Management – stage at which practitioners learn to master the required tasks for implementation of the program in their workplace

R = Refinement/Impact – state at which practitioners vary the use of practices to achieve maximum impact on student achievement.

Corrective Action Team

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the District Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with additional assistance and supervision to help them make the necessary changes in their performance to meet District standards. After an employee is on an assistance plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the District standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standards, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures would be initiated.

- Evaluator conferences with employee and indicates the desire to form an assistance team. (If the employee refuses assistance, the evaluator has few options available)
- In collaboration with said employee, a team is mutually selected.
- Evaluator, employee and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator makes progress with the team's assistance, then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward cancellation of the contract.

**PINEVILLE INDEPENDENT SCHOOL DISTRICT
INDIVIDUAL CORRECTIVE ACTION PLAN**

Employee

Position

Date

Work Site

Standard #	Present PG Stage (O,A,I,R)	Growth Objectives/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:		Status: Achieved ____ Revised ____ Continued ____	
_____ Evaluatee's Signature	_____ Date	_____ Evaluatee's Signature	_____ Date
_____ Evaluator's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

Employee Assistance Record

Optional

Dates:				
Observation:				
Professional Growth Plan Developed:				
Request for Assistance Team:				
Assistance Team Selected:				
Evaluator/Evaluated/ Team Meeting to explain assistance:				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Principal Signature: _____

Team Members: _____

**Pineville Independent School District
Employee Assistance Log of Activities:**

Optional

Employee: _____

Date of Meeting: _____

Persons Present:

Summary of Meeting:

Recommendations:

Next Meeting: _____

Immediate Supervisor of Employee: _____

**Pineville Independent School District
Certified Evaluation
Appeals Panel Hearing Request Form**

I have been evaluated by _____ during the current evaluative cycle and have discussed my disagreement with the findings of the summative evaluation with the evaluator.

I respectfully request that the Pineville Independent School District Evaluation Appeals Panel hear my appeal. My evaluation records may be presented to and reviewed by the panel.

This appeal challenges the summative findings on:

- ☐ Substance
- ☐ Procedure
- ☐ Both Substance & Procedure

Signature

Date

This form shall be presented in person or by mail to any member of the appeals panel within five working days of completion of the summative conference.

Appeals Panel Member Receiving Request:

Signature

Date

- Date of Summative Conference: _____
- Date Appeals Request Form Filed: _____

PINEVILLE INDEPENDENT SCHOOLS INSTRUCTIONAL WALK-THROUGH OBSERVATION FORM

TEACHER: _____

DATE: _____ **TIME:** _____

Please check only descriptors that you observe:	Observed	Comments:
LEARNING ENVIRONMENT:		
Maintains High Expectations for all Students		
Focus is on Instruction and Learning		
Teacher is Well Organized / Materials are Ready		
Behavioral Standards are Uniformly Applied		
Classroom is Attractive / Inviting		
Quality Student Work is Displayed		
Instruction Begins Promptly		
Mission Statement is Posted		
CURRICULUM/INSTRUCTION/ASSESSMENT:		
Evidence of Curriculum (Core Content) is Posted		
Expectations are Clearly Communicated		
Asks Open Ended Questions		
Integrated Higher Order Thinking & Problem Solving Skills		
Delivery Engages All Students		
Lesson Objective is Clearly Stated		
Instruction Communicates WHY Concept is Being Taught		
Instruction Addresses Multiple Learning Styles		
Instruction Time is Well-Used		
Students Engage in Self-reflection / Ask Questions		
Teacher Makes Connections to Prior Learning / Other Disciplines		
CLASSROOM ACTIVITIES IN PROGRESS:		
Teacher Lecture / Review / Directions		
Teacher Demonstration / Guided Practice		
Teacher / Student Discussion or Question / Answer		
Cooperative Learning		
Teacher Using Technology		
Teacher Using Resources (maps, overheads, models, etc.)		
Hands On Activities / Lab		
Independent Seat Work / Teacher Circulating		
Student Led Instruction / Student Presentation		
Student Using Technology		
Variety of Assessments		

Pineville Schools - Instructional Program Walk Through Observation Form

Teacher Name:						
Date/Time:						
THE ROOM						
1. Layout (Standard 4)						
✓ Class size appropriate (8.1c, 4.1f)						
✓ Attractive/inviting (4.1a)						
✓ Clean/Safe (4.1a, d)						
✓ Mission Posted (9.1a, 7.1a)						
✓ Quality Student Work Displayed (4.1j)						
2. Classroom Environment (Standard 4)						
✓ Classroom Interruptions (8.1d, 7.1f)						
✓ Focused on Learning (At least 90% of time focused on instructional activities) (7.1f, 4.1a, c)						
✓ Students well behaved (4.1a, c)						
WHAT IS TAUGHT						
1. CURRICULUM (Standard 1)						
✓ Curriculum and/or Standards (Performance Expectations or Rubrics) Posted In Classroom (1.1a, g, 2.1f)						
✓ Aligned to KY Standards (1.1a) (Lesson Plans)						
✓ Provides opportunities for authentic or real-world learning (1.1e)						
✓ Integrates Higher-Order Thinking Skills, Problem-Solving (1.1g)						
2. Materials and Resources Used in the Room						
✓ Variety of Print (Books, Newspapers, etc.) (3.1f)						
✓ Environmental Print (signs, directions, etc.) (3.1f)						
✓ Current Print Materials (Electronic and Paper) (3.1f)						
✓ Multi-Cultural Print Materials (Electronic and Paper) (3.1f)						
3. Variety of Instructional Materials Available						
✓ Manipulatives, models, etc. (3.1f)						
✓ Technology (Assistive, etc.) (3.1e)						
✓ Computer, CD Rom (3.1e)						
✓ Audio, Video Materials (3.1e)						
HOW THE CONTENT IS TAUGHT						
1. Instructional Strategies (Standard 3)						
✓ Direct Instruction (3.1a)						
✓ Cooperative/Collaborative Learning (3.1a)						
✓ Team Teaching (3.1a)						
✓ Differentiated Curriculum (3.1a, c)						
✓ Multicultural Education (3.1a, c)						

HOW THE CONTENT IS TAUGHT (cont)						
✓ Individual Tutoring (Teacher, Aide, etc.) (8.1c)						
✓ Positive Instructional Feedback (oral and written) (3.1h)						
✓ Hands-On Activities (3.1a)						
✓ Higher Level Questioning Strategies (3.1a)						
✓ Teacher as Coach/Facilitator (3.1a)						
✓ Use of Parent/Community in Learning (5.1a)						
✓ Computer for Instructional Delivery (3.1e)						
✓ Addresses Various Learning Styles or Multiple Intelligences (3.1a, c)						
✓ Reading/Writing Across Curriculum (3.1b)						
✓ Individualized Instruction (3.1a)						
✓ Interdisciplinary Connections (3.1a)						
✓ Learning Centers (3.1a)						
2. What Are The Students Doing?						
✓ Hands-on Learning (3.1a)						
✓ Independent Seatwork (3.1a)						
✓ Independent/Group Inquiry/Research (3.1a)						
✓ Student Discussion (3.1a)						
✓ Technology as a Learning Tool (3.1e)						
✓ Real-Life/Authentic (1.1e, 3.1C)						
✓ Tasks used Similar to State and Local Assessments (e.g., OR, Graphs and Charts, etc.) (3.1b)						
3. How Are The Students Engaged?						
✓ Student Discussion (3.1a)						
✓ Teacher Interaction One to One (3.1a)						
✓ Teacher Interaction Large Group (3.1a)						
HOW LEARNING IS ASSESSED						
1. Assessment Strategies (Standard 2)						
✓ Multiple Choice Questions (2.1a)						
✓ Open Response Questions with Scoring Guides (2.1a, c)						
✓ Performance Activity (2.1a)						
✓ Portfolio Entry (2.1a)						
✓ Oral Questioning (2.1a)						
✓ Assessments are Authentic/Ongoing (2.1b)						
✓ Assessment of Students Continually to Adjust Instruction (2.1d, h)						
2. Homework (3.1h)						
✓ Extends Student Learning and Practice (3.1h)						
✓ Used for Instructional Follow-Up (3.1h)						
✓ Clearly Connects to Content, Instructional Goals, and Classwork (3.1h)						
✓ Allows for Student Choice (3.1h)						